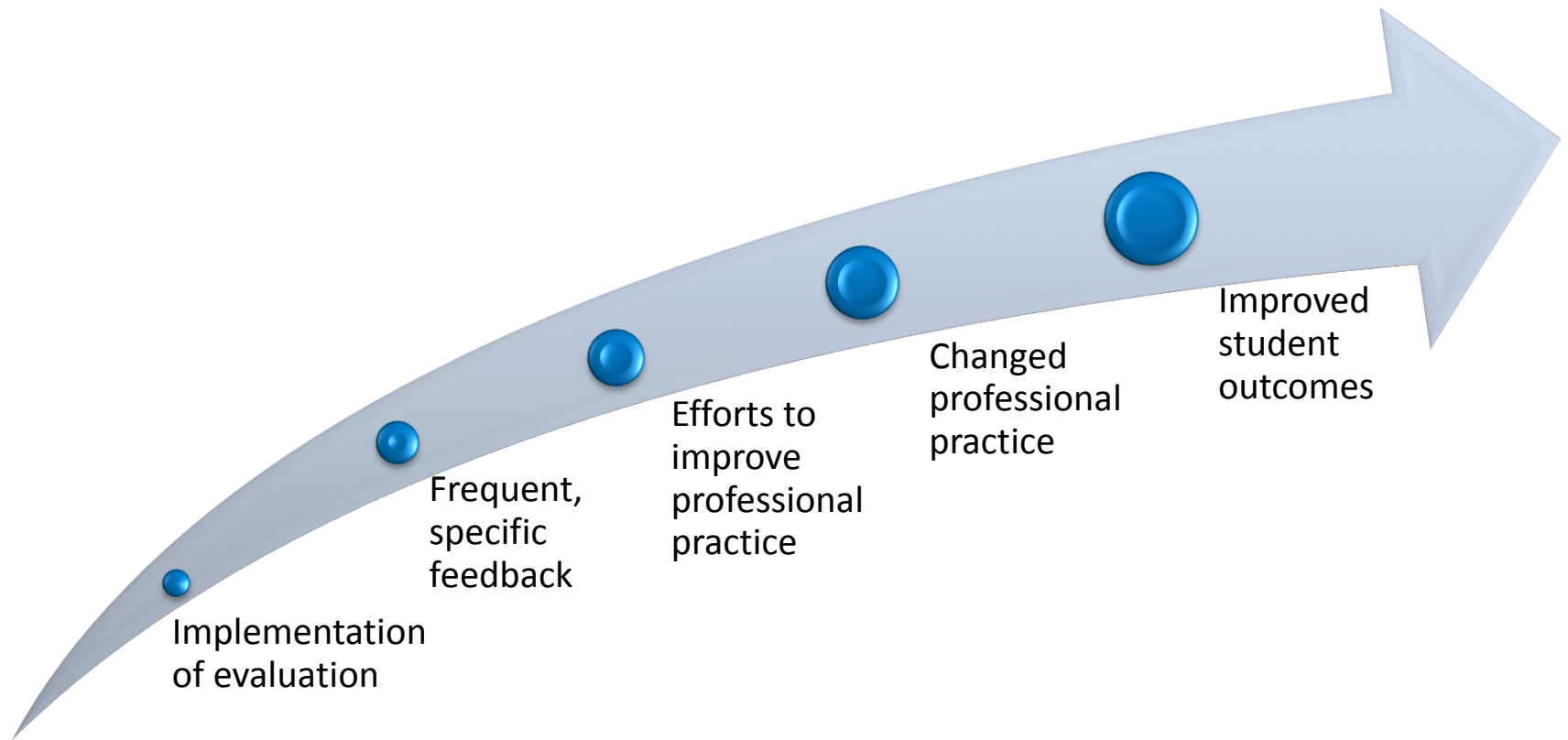




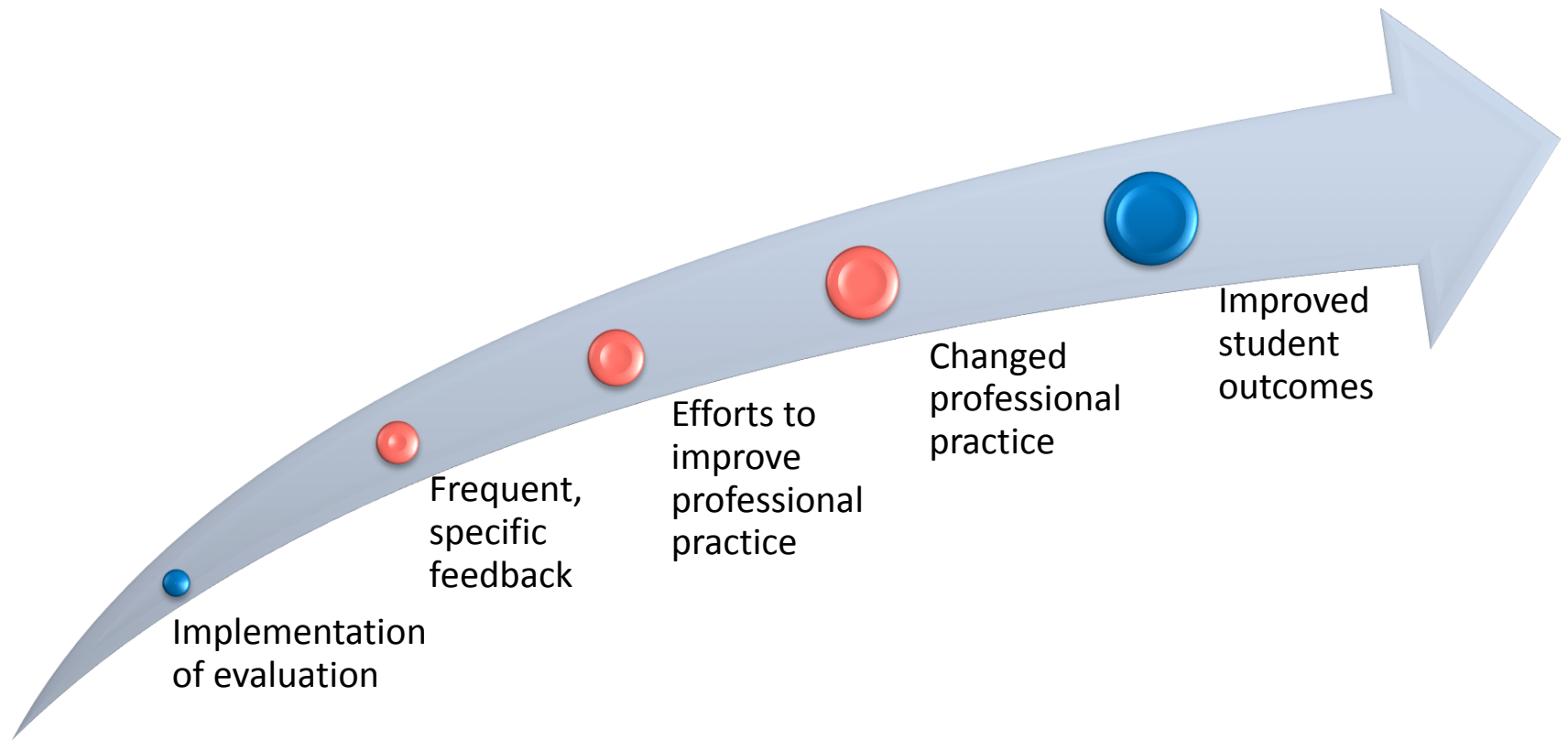
Using evaluation for teacher and principal improvement

Teacher and Principal Partnership Options

What would it take to make evaluation improve practice in classrooms and schools across the state?



What would it take to make evaluation improve practice in classrooms and schools across the state?



Structured peer matches offer a no-cost strategy for tapping into in-house practical knowledge

- Instructional Partnership Initiative (IPI)
 - **Teachers who struggle** in *specific* skill areas **paired with a colleague** in the same school **who has demonstrated success**, based on indicator-level classroom observation data
- Principal Peer Partnerships (P3)
 - A system of **collaboration and support for instructional leaders**, intended to help administrators engage in reflective dialogue among peers to **improve leadership practices**

The Instructional Partnership Initiative proposes teacher partnerships based on evaluation data

Using last year's observation data, we identify a teacher who is **struggling in a specific area of instructional practice**

We identify another teacher in the school who has high scores in **that same area**

We send principals a list of these **suggested partnerships**

- Proposed partnerships are **based completely on data**
- These partnerships are made on **specific instructional indicators, not overall scores.**
 - Being partnered is **not** about being a “good” or “bad” teacher, but about **improving specific skills**
- Principals are free to **refine these proposed partnerships** based on their own knowledge of their teachers.
 - They may take into account each teacher's **schedule, personality, experience, grade, or subject** taught

Setting up the initiative is easy and does not require much time

Setting up the IPI requires a **minimal time commitment** from principals. There are just four steps for them to take:

1. Review proposed matches from TDOE and revise as they see fit



2. Speak to each teacher individually and ask them to participate



3. Meet with each partnership pair to kick off the initiative

4. Send final matches to TDOE so we can follow up with teachers throughout the year

Teachers determine the best course of action with their partner

What do teachers do?

Teachers in partnerships can develop their working relationship as they see best. **There is no set curriculum or “program.”**

However, they are not alone. **We provide guidance** through a partnership guidebook, web resources, and regular email contact

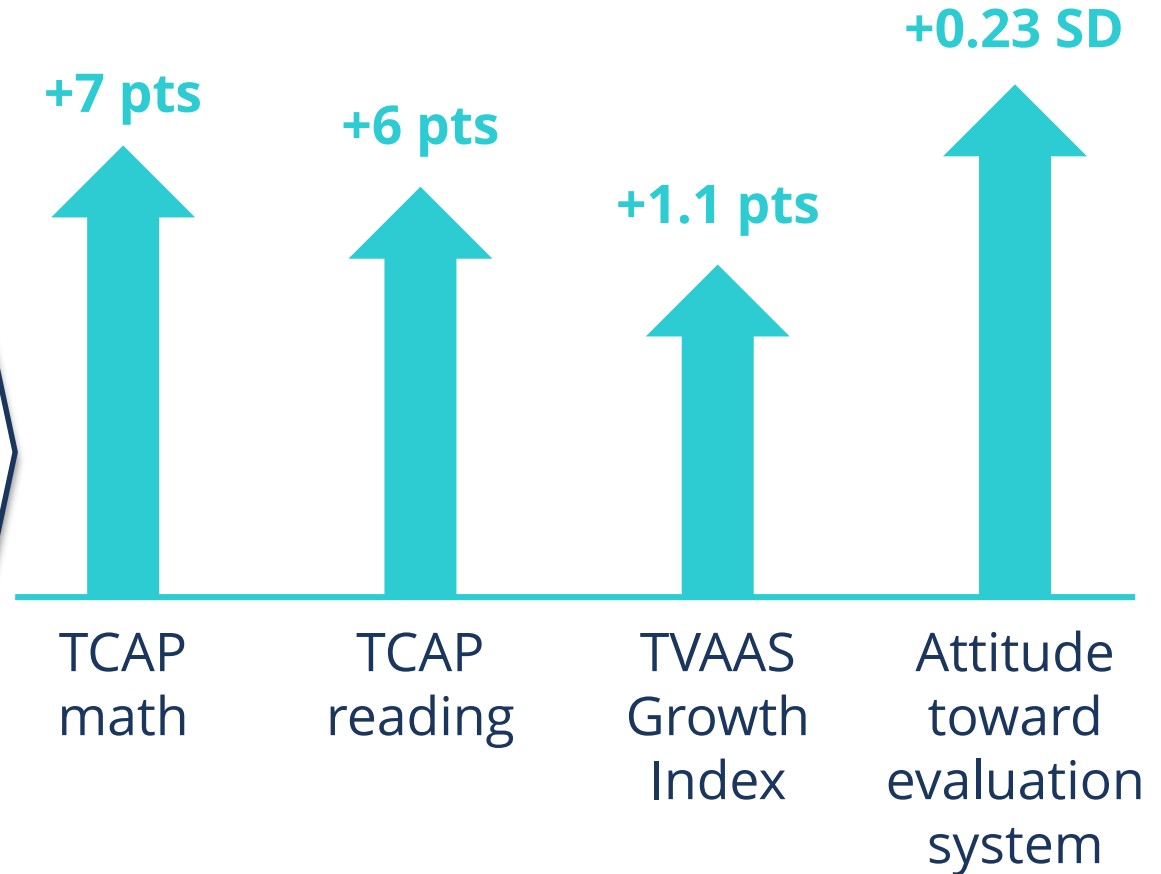
Suggested activities

- **Meet** after observations to discuss results
- Set **goals** for the year
- Develop **individualized strategies** for improvement focused on feedback received
- **Observe** each others' classrooms to watch practices in action and refine strategies
- **Plan lessons** together
- **Follow up** on each others' commitments and goals



Participating classrooms saw increase in achievement across the board

Teachers in IPI schools had **higher TCAP scores** in math & reading, **better TVAAS scores**, and **more positive views of evaluation**, compared to the control group



Participants reported positive experiences



Principals reported that the IPI offered a **concrete strategy** for **evaluation feedback** and benefitted their schools, with a **minimal time investment**

"[Within a few months] I could already see improvement.... This program helps us think about how to move from 2 to 4."

"Some of the teachers who were struggling in some areas found, vice-versa, that they were able to offer things back in return, and so it became what it was designed to be – a partnership."



Teachers reported that partnerships **improved instruction** and **promoted collaboration**

"I had to let go of my ego, but I'm really glad that I'm doing this and I'm definitely finding it to be valuable."

"Observing my partner actually helped me reconsider some of my own practices. We're both learning a lot from this"

Principals saw many benefits to using this management strategy in their schools

Provides a way to **support teachers with low evaluation scores**

Shows that teacher **evaluation feedback** can be **used for professional learning**

Promotes **capacity-building** and **shared leadership** at the school level

Builds **teacher relationships** and promotes **collaborative culture**

Recognizes and leverages **peer expertise**

Gives high-performing teachers **leadership opportunities**



Dr. Verna Ruffin
Jackson-Madison County Schools

Instructional Partnership Initiative

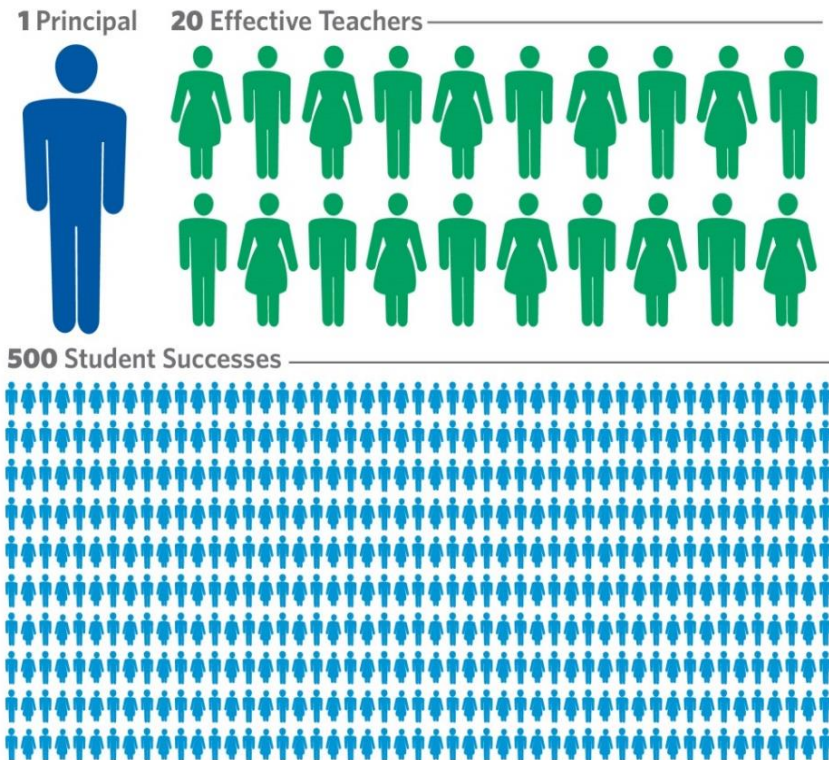


Principal Peer Partnerships

Principal Leadership Matters

Amplify Learning Outcomes

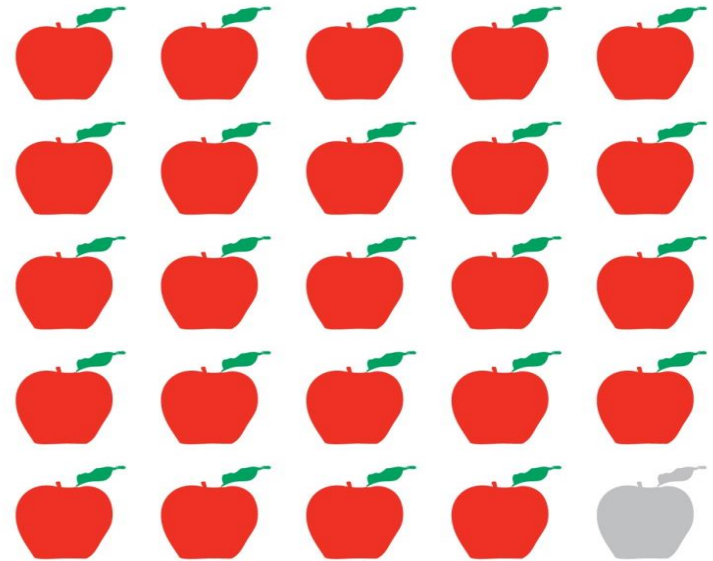
LEADERS HAVE A MULTIPLIER EFFECT



Approximate numbers based on national averages

Attract Great Teachers

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

The Principal Peer Partnership (P3) is a system of collaboration and support for school leaders.

Based on Teacher Peer Excellence Groups-TPEG

Superintendents
select principals
who will be
paired with a
peer principal in a
neighboring
district



Site Visits



Follow-Up
Conversations

Possible Site Visit Activities

Collaboration
around Individual
Action Plans related
to identified
refinement
indicators

Observation of a
leadership team
meeting or PLC

Observation of a
school leader
engaged in some
component of
teacher evaluation

Discussion of
intervention
schedules and plans

Collaboration
around school
culture

Review of key
school and grade
level data to identify
strategies for gap
closure.



Neel Durbin-Dyersberg City Schools Shawn Kimble-Lauderdale County

Principal Peer Partnership

How can you get your principals involved?

- District-Level P3
 - **Contact us at**
 - **Rene.Diamond@tn.gov or**
 - **Pennye.Thurmond@tn.gov or**
 - **Team.Questions@tn.gov**
- TASL
 - Principals participating in TASL will be paired within their cohort



TM

**Thank you for your
participation!**